DOCUMENT RESUME

ED 194 156 JC 800 593

TITLE Central Arizona College Master Plan for 1980-1985.
INSTITUTION Central Arizona Coll., Coolidge.
PUB DATE 30 Jun 80
NOTE 83p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Ancillary School Services; College Administration; *College Planning; *College Role; *Community Colleges; Departments; Facility Requirements; *Long Range Planning; Master Plans; *Organizational Objectives; Staff Utilization; Transfer Programs; Two Year Colleges; Vocational Education

ABSTRACT

College-wide and departmental goals are outlined for 1980 through 1985 in this master plan for Central Arizona College (CAC). The plan first presents CAC's institutional philosophy and then outlines 40 college-wide goals in terms of service objectives and desired outcomes. Population projections through 1985 for CAC's service district are followed by an examination of projected enrollments and staffing requirements for the same period. After discussions of the degree to which CAC's occupational programs meet area training needs, of CAC's commitment to a comprehensive curriculum, and of the responsibilities of faculty and students in fulfilling CAC's educational role, the master plan outlines the 1980-81 goals for the campus dean, associate dean of instruction, and dean of continuing education and community services. The report then identifies program objectives and anticipated staffing and facility requirements for: business education; communications; creative arts; health education; science/mathematics; social/behavioral sciences; vocational technology; the learning resource center; admissions and recruitment; counseling; financial aid; food service; housing; the Personalized Education Program; student employment, activities, and health services; veterans' affairs; and women's programs. Finally, community service goals are outlined, and expectations in the areas of personnel management, facilities, and financial planning are discussed. (JP)

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ED194156

CENTRAL ARIZONA COLLEGE

MASTER PLAN

for

1980 - 1985

Prepared by the Staff of Central Arizona College

Dr. Dale R. Gibson, Project Director

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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June, 1980

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CENTRAL ARIZONA COLLEGE

1980 - 1985 MASTER PLAN

The following represents the 1980 - 1985 Master Plan for the Central Arizona College. It reflects the basic philosophy behind the educational planning which is a continuing, long-range process. While the 1967 Master Plan and its 1973 update were thorough efforts to direct the resources of the College for current and future needs, they were useful only as long as these plans were constantly maintained. The primary purpose of this update is to make certain that the plan remains current and vital to the continued growth of the College.

The initial Master plans were the product of the administrative team during the early development stages of the college along with input from advisory committees, as well as the Pinal County Community College Board. The 1973 update was developed by the planning and development staff along with assistance from faculty, staff and other administrators.

The third edition represents the combined efforts of the Governing Board, administrative teams, staff, faculty and community members from each of the campuses along with the planning and development staff.

It is hoped that this edition will assist Central Arizona College to better achieve the established long-range goals.

1980 - 1985

COLLEGE-WIDE PRIORITIES

INTERNAL COMMUNICATION

EXTERNAL COMMUNICATION

ACCOUNTABILITY

INVOLVEMENT

ARTICULATION AMONG CAMPUSES

EVALUATION

STUDENT RECRUITING

EXTERNAL FUNDING DEVELOPMENT

DEVELOPMENTAL EDUCATION

FACILITIES PLANNING

MANAGEMENT INFORMATION SYSTEM

NEEDS ASSESSMENT

PROGRAM EVALUATION

RESEARCH

The above list of College-Wide priorities were established by the College Administrative Council and are prime management objectives.

INSTITUTIONAL PHILOSOPHY

Every individual in the United States must think as ably and as clearly as possible to enhance the well-being of our democratic way of life in the time of its gravest challenges. Every individual in the United States must have the finest education to satisfy social wishes and assume full responsibility as a citizen of the community, the state and the country. Every individual in our nation must have the very best education to enable citizens to satisfy their economic wants through the ability to assume responsibility in the highly complex and technical age in which we live. The community college is superbly conceived to provide expanding opportunities in education for our growing and demanding population.

Fundamental to this philosophy is the belief that each person is a unique individual who should be allowed to learn how to become the best possible person he or she can become. Toward this end, the college exists: to provide sources of facts, to offer an environment for learning skills and to stimulate the exchange of ideas.

After taking advantage of these resources, the individual students should be able to use their new knowledge and skills creatively to benefit themselves and their fellow human beings

MISSION STATEMENT

The College subscribes to the democratic ideal that a free society requires an informed, participating citizenry. Therefore, the College recognizes its responsibility towards the individual, towards the community of which it is a part, and toward the American society as a whole.

Consequently, the College's primary mission is to offer quality, economical, convenient educational services to the people of Pinal County through the following areas:

1. Transfer Education
2. Occupational Technical Education
3. Developmental Education
4. Adult Basic Education
5. Adult Continuing Education
6. Community Services
7. Student Services

SUPPORT GOALS*

1. The College will provide for open communication within the District.
2. The College will provide for open communication with the community.
3. The College will identify community needs.
4. The College will plan, develop and adopt policies that are responsive and flexible.
5. The College will plan, develop and manage its annual budgets to reflect its current and long-range objectives and priorities.
6. The College will enact regulations and procedures to accomplish its existing policies and to manage itself effectively and efficiently.
7. The College will attract and retain competent faculty and staff.
8. The College will provide a physical environment that is conducive to humane education.
9. The College will facilitate business dealings between the campuses and the District Office.
10. The College will provide for equal opportunity in personnel decisions for hiring, retention and promotion.
11. The College will provide efficient institutional services and supplies for students.
12. The College will provide efficient institutional services and supplies for employees.
13. The College will ensure the safety of students, employees and visitors to the campus.
14. The College will provide institutional planning, research, and development assistance.
15. The College will provide meaningful, timely reports on the effectiveness of its educational programs and services.
16. The College will provide assistance to obtain external funds.

* Not in order of priority.

OUTCOME GOALS*

1. The College will provide transfer education, courses which satisfy the lower division requirements in liberal arts, engineering and in most scientific and professional fields.

2. The College will provide courses and programs in technological and occupational education that are appropriate for career fields commensurate with the changing job market.

3. The College will provide adult basic education to the people in the County.

4. The College will provide adult continuing education activities designed for career retraining and upgrading according to demonstrated and documented needs of local employers and employees.

5. The College will provide developmental education to prepare individuals for successful entry in and completion of occupational or transfer curriculum.

6. The College will provide other community service programs, conferences, seminars and workshops that meet the intellectual, creative, academic, professional and recreational needs and interests of the community as they come within the legitimate scope and purpose of the District.

7. The College will maintain a reputable academic standing and accreditation.

8. The College will provide for evaluation of student performance, based upon achievement of pre-determined standards.

9. The College will establish instructional goals and objectives.

10. The College will evaluate the fulfillment of the instructional goals and objectives.

11. The College will encourage the educational aspirations of all citizens without discrimination.

12. The College will assist students who complete technological/occupational programs in obtaining jobs in their fields.

13. The College will assist students who complete transfer programs, transfer to other colleges and universities.

14. The College will establish and maintain a means of communication with its graduates.

15. The College will provide assistance to faculty and staff in applying for external funds to assist the College achieve its goals.

16. The College will provide information to prospective students to facilitate and expedite their admission process.

17. The College will provide flexible registration procedures which include convenient access to student services.

18. The College will provide counseling services to assist students in identifying their personal qualities, in clarifying their goals and in resolving problems.

19. The College will provide students with broad programs of social, cultural, recreational and experiential activities and opportunities in student activities, organizations and sports.

20. The College will provide health information and selected health services.

21. The College will provide students with opportunities to participate in governance of themselves.

22. The College will provide an accurate method of identifying students who need help in basic skills and in acclimating to campus life.

23. The College will cooperate with other agencies in fulfilling the educational needs of Pinal County.

24. The college will provide continuing education activities designed to help people adjust to aging and retirement living.

* Not in order of priority.

PINAL COUNTY POPULATION PARAMETERS

Pinal County is a land area of 5,386 square miles which lies in the south central region of Arizona. It lies between two large metropolitan areas of Phoenix in Maricopa County on the north, and Tucson, in Pima County on the south. Pinal County is naturally divided into two distinct regions by geography and economy. The eastern one-third of the County lies in the mountainous terrain with elevations up to 6,000 feet, where copper mining is the major industry. The western two-thirds of the County is principally low desert valleys where cattle, irrigated agriculture, copper mining and light industry are the main economic factors.

The total county population quoted in the 1970 census was 68,579. Estimates published by the Valley National Bank Arizona Statistical Review for 1978 list the total population of Pinal County at 89,900. The average increase in population over the eight year period was 2665 or 2.96% for the year 1978. The projections for the population growth in Pinal County for the next five years are based on the premise that the next five years will be similar to the past eight years. Therefore, it is estimated that the population of Pinal County will increase by 2665 people, each year for the next five years. The table on population projections follows.

PINAL COUNTY POPULATION PROJECTIONS

CITY	1970	1978*	1979	1980	1981	1982	1983	1984	1985
Apache Junction	4,400	9,295	9,907	10,519	11,131	11,743	12,355	12,967	13,579
Casa Grande	10,536	16,425	17,161	17,897	18,633	19,369	20,105	20,841	21,577
Coolidge	5,314	7,275	7,521	7,767	8,013	8,259	8,505	8,751	8,997
Eloy	5,381	6,945	7,140	7,335	8,530	7,725	7,920	8,115	8,310
Florence	2,248	3,175	3,292	3,408	3,524	3,640	3,756	3,872	3,988
Kearny	2,829	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800
San Manuel	4,332	4,650	4,690	4,730	4,770	4,810	4,850	4,890	4,930
Superior	4,975	5,560	5,633	5,706	5,779	5,852	5,925	5,998	6,071
Other	28,564	33,775	34,421	35,068	35,715	35,858	37,009	37,656	38,303
TOTAL	68,579	89,900	92,565	95,230	98,895	100,056	103,225	105,890	108,555

* Arizona Statistical Review, 1978

ENROLLMENT PARAMETERS

The enrollment parameters reflect the estimate demand for community college education within the County. The projections are based upon the premise that the population growth in Pinal County during the next five years will be similar to the growth during the past eight years. The average growth in population during the past eight years was 2665 increase per year. This was a 2.96% growth each year.

The same premise was used for projecting the full-time student equivalent population as well as the Pinal County population.

YEAR	FTSE ON FALL 45 DAY COUNT	HEADCOUNT ON 45 DAY COUNT
1979 - 1980	*2435	*5286
1980 - 1981	2507	5442
1981 - 1982	2581	5603
1982 - 1983	2657	5768
1983 - 1984	2735	5938
1984 - 1985	2815	6113
1985 - 1986	2898	6293

* Actual

1980 - 1985
PROJECTIONS FOR ENROLLMENTS

FTSE & HEADCOUNT

FTSE	FALL 1979	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984
DAYTIME-FTSE	1714	1764	1816	1869	1924	1980
EVENING-FTSE	721	743	765	788	811	835
TOTAL	2435	2507	2581	2657	2735	2815
SUMMER - FTSE	48					
DEGREES AWARDED	144	148	152	156	160	165
CERT. AWARDED - 1YR.	160	164	169	174	179	184
TOTAL	304	312	321	330	339	349
HEADCOUNT						
FULL-TIME	1372	1412	1453	1496	1540	1585
PART-TIME	3914	4030	4150	4272	4398	4528
TOTAL	5286	5442	5603	5768	5938	6113
FRESHMEN	1096	1128	1161	1195	1230	1266
SOPHOMORES	276	284	292	300	308	317
UNCLASSIFIED	3914	4030	4150	4273	4400	4530
TOTAL	5286	5442	5603	5768	5938	6113
RESIDENT	4180	4303	4430	4561	4696	4835
OUT-of-COUNTY	861	886	912	938	965	993
OUT-of-STATE	236	244	251	259	267	274
FOREIGN	9	9	10	10	10	11
UNDECLARED						
TOTAL	5286	5442	5603	5768	5938	6113

STAFFING PROJECTIONS

The Aravaipa and Signal Peak Campuses along with the fourteen full-time occupational faculty at the Arizona State Prison Center had ninety-six full-time faculty equivalents. Those ninety-six FTFE made up 42% of the total FTFE of the College. The overload for full-time faculty members was included in these computations. Those FTFE generated two hundred five credit hours for each full-time faculty equivalent during the 1980 Spring semester.

The part-time instructional faculty for all campuses of Central Arizona College averaged one hundred twenty-nine credit hours for each FTFE during the same semester. There were one hundred forty five FTFE provided by part-time faculty.

No increase in the credit hours produced by each FTFE had been scheduled in the projections. A concentrated effort on the part of the entire college toward increasing productivity may help compensate for the projected increase in expenditures.

INSTITUTIONAL STAFFING PLAN

ADMINISTRATIVE PLANNING FULL TIME

LOCATION	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
COLLEGE SERVICES	4	4	4	4	4	4
CAMPUSES	11	11	11	11	11	11
SUPPORT STAFF PLANNING						
COLLEGE SERVICES	13	13	13	13	13	13
CAMPUSES	12	12	12	12	12	12
SIDE BUDGETS	19	18	18	18	18	18
CLASSIFIED STAFF PLANNING						
COLLEGES OFFICES	15	15	15	15	15	15
CAMPUSES	87	87	87	87	87	87
TOTAL	102	102	102	102	102	102
GRAND TOTAL	161	160	160	160	160	160

FACULTY INSTRUCTIONAL STAFFING PLAN

	* 1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
SPRING SEMESTER CREDIT HOURS						
On-Campus	20943	21563	22201	22858	23535	24231
Off-Campus	16097	16573	17064	17569	18088	18624
TOTAL	37040	38136	39265	40427	41623	42855
TOTAL FTFE	227	234	241	248	255	262
RATIO OF FTFE TO FTSE	1:10.9	10.9	10.9	10.9	10.9	10.9
ON-CAMPUS						
RATIO OF FTFE TO FTSE (FTSE / FTFE)	1:13.6	13.8	13.8	13.8	13.8	13.8
% FTFE FULL TIME TO PART TIME ON CAMPUS	80%	81%	81%	80%	81%	81%
Number of FTFE On Campus	82	84	86	88	91	93
Number of Part-Time FTFE On-Campus	20	20	21	22	22	23
OFF-CAMPUS						
RATIO OF FTFE TO FTSE	8.6	8.6	8.5	1:8.5	1:8.5	1:8.5
% Part-time to Total FTFE	64%	64%	63%	63%	63%	63%
Number of Part-Time FTFE Off-Campus	125	129	133	137	141	146

NEEDS ASSESSMENT

In peak demand areas the occupational programs offered by the college appear suited to the needs of business, industry and to the future consumers of higher education. Continued emphasis should be placed on programs in technology, business and health related occupations in the next five year period. An additional goal should be to develop specific programs to meet the needs of employers in smaller or more specific areas such as manufacturing, communications, retail trade and for new industry moving into Pinal County. Identification of these specific demands should be kept up to date through continuous study of the labor needs throughout the five year period.

Overall, the surveys substantiated previous information in that the greatest employment opportunities still exist in the occupational programs now in existence within the college. The surveys further indicated that high school students still expressed high interest in these programs.

Indications from all high school classes showed high interest in the following programs:

		FREQUENCY
1.	Welding	390
2.	Child Development	369
3.	Clerical Office	357
4.	Automotive Technology	354
5.	Recreation Aide	353
6.	Office Secretary	353
7.	Heavy Equipment Operation	342
8.	Early Childhood Education	321
9.	Diesel Mechanics	309
10.	Data Processing	272
11.	Industrial Electricity	252

		FREQUENCY
12.	Marketing	238
13.	Nurse Assistant	236
14.	Administration Of Justice	234
15.	Drafting	231
16.	Mining Technology	220
17.	Midmanagement	213
18.	Registered Nurse	209
19.	Civil Engineering Technology	205
20.	Practical Nurse	205
21.	Mental Retardation Assistant	198
22.	Agriculture Technology	177

The results of past surveys lead to the conclusion that most of the students responding are looking toward careers with an eye toward the practical.

EDUCATIONAL PLAN

The various campuses of Central Arizona College will continue to provide educational opportunities to adults as well as college age youths. These include quality associate degree programs, both in academic and occupational fields, certificate programs in occupational and vocational areas as well as college preparatory work. A strong counseling program and other student services will also be provided to assist students with decisions regarding occupational, educational, and personal goals.

As a comprehensive community college, Central Arizona College will offer programs generally extending not more than two years beyond the high school level. Efforts will be directed toward offering the following types of educational programs:

Technical Occupational Education -- Designed to meet the increasing demand for technicians, semi-professional workers and skilled craftspeople for employment in industry, business, the professions, and government.

Transfer Education -- Includes college freshman and sophomore courses in arts and sciences along with pre-professional education meeting standards acceptable for transfer to baccalaureate degree programs in four-year colleges and universities.

Adult Basic Education -- Includes common knowledge, skills, and attitudes required by society and normally leads to the equivalent of a high school diploma.

Continuing Education -- Primarily describes those activities where training and/or re-training occurs in off-campus locations.

Community Education -- Involves that portion of community services program which deliver courses of a credit or noncredit nature to the various segments of the County communities.

Developmental Education -- Offered to prepare individuals for admission to an Occupational or transfer curriculum.

Educational Plan

In the area of program development, the college will follow the national and regional trends of focusing on the expansion and improvement of existing programs rather than on generating a myriad of new courses. However, new programs should be considered as the needs of industry and business change in order for the manpower needs to be met.

There is a desire for each on-campus department to work with continuing education to place on-campus professors in off-campus classes.

Finally, the college, by supporting faculty in their continuing education efforts and by providing adequate stimulus for motivational change, should produce outcomes over the five-year period that will match the college's missions and goals. More specifically, the faculty should be encouraged to:

1. Design their courses in terms of learning/performance objectives and anticipated outcomes;
2. Develop effective learner assessment methodologies and testing designs;
3. Be sensitive to the needs and limitations of all students;
4. Recognize different learning strategies by employing various combinations of teaching techniques;
5. Use various cominations of media in the development of their courses;
6. Adapt their learning strategies to meet the needs of the new clientele;
7. Enlarge their roles by choosing to teach different courses in their disciplines;
8. Utilize the professional couseling and learning resources made available to them through the faculty development program;

Educational Plan

9. Assist in recruiting students in their curriculum and activities.

Striving to achieve the foregoing, then, should facilitate learner outcomes, thus learners should be encouraged to:

1. Assume increasing responsibility for the direction and quality of their intellectual growth and personal development;

2. Be able to assess their own interests, motivation, and levels of competencies;

3. Exercise appropriate selectivity in career education goals through assistance from formalized occupational counseling and development program;

4. Augment their educational preparation with working positions obtained through a career placement service;

5. Follow individualized learning prescriptions developed with counselors and faculty, and augmented by results of diagnostic testing when appropriate;

6. Participate in student activities provided by the college.

ROLE OF THE COLLEGE

Central Arizona College has brought together a consortium of educational centers that has been designed for and assigned to provide post-secondary educational experiences to all who seek them. These educational opportunities should be within geographical and financial reach of all. The accomplishment of this consortium task becomes the primary role of the college toward which the organization methods and effort of each component is aimed. As with any consortium, while the basic role of the component parts remains the same, the operational role may take on difference characteristics for each component.

I. Division of Effort

The Campus based programs should:

1. Plan, develop, administer and institute all credit programs and courses offered on each campus.

2. Plan, develop, administer and initiate all campus based programs and courses using community facilities such as cooperative education, mid-management, placement and so forth.

3. Plan, develop, administer and institute community services, community education and adult education programs on each Campus.

4. Administer outside agency utilization of campus facilties.

Similarly, the Off-Campus based programs should:

1. Plan, develop, administer and institute all credit and non-credit programs and courses offered off Campus.

2. Plan, develop, administer and institute all community service programs, adult education, community and continuing education offered off campus.

3. Plan, develop, administer and initiate all TV based instructional programs and courses. Consortium efforts with on campus programs will be encouraged.

Role of the College

II. Assignment of Enrollments

Based on the current capabilities of the college, the following Full Time Student Equivalents for 1980-1981 are:

Aravaipa Campus	400 FTSE
Signal Peak Campus	1175 FTSE
West Side Continuing Education	650 FTSE
Gila River Career Center	20 FTSE
Arizona State Prison Center	415 FTSE
Special Programs	90 FTSE
TOTAL	2,750 FTSE

Following is the Five Year plan sections for each of the Campuses.

CENTRAL ARIZONA COLLEGE

ARAVAIPA CAMPUS

GOALS AND OBJECTIVES -- 1980-81

CENTRAL ARIZONA COLLEGE
ARAVAIPA CAMPUS
CAMPUS DEAN
INSTITUTIONAL GOALS AND OBJECTIVES FOR 1980-81

The major goal for the Campus Dean's Office will be to improve the effectiveness and efficiency of the operation of Central Arizona College Aravaipa Campus. To assist with the implementation of this goal, the following objectives have been established.

1. To develop unit administrators into more competent managers by promoting attendance to at least one training seminar and/or workshop.

2. To improve interdepartmental communications by circulating more materials and holding administrative meetings at least twice a month.

3. To aid unit administrators to manage their units by providing and promoting standard operating procedures by which they have the responsibility and authority to direct the unit.

4. To give unit administrators continuous input on college problems by reporting on each committee meeting attended.

5. To require each unit administrator to develop goals and objectives on a yearly basis, prior to the building of the budget, which are consistent with college policy and the mission of the institution.

6. To require unit administrators to accept fiscal responsibility within their area by keeping current expenditure records.

7. To provide direction for Aravaipa Campus by developing a five year educational plan for the period of 1980-85.

8. To promote accountability and evaluations within each unit by periodic and regular evaluations.

CENTRAL ARIZONA COLLEGE
ARAVAIPA CAMPUS
ASSOCIATE DEAN OF INSTRUCTION
INSTITUTIONAL GOALS AND OBJECTIVES FOR 1980-81

The major goal for the Instructional Dean's Office will be to assist in the improving the effectiveness and efficiency of the operation of Central Arizona College - Aravaipa Campus. To assist with the implemmtation of this goal, the following objectives have been established.

1. To cooperate with the Signal Peak Instructional Dean in the developing of a one day workshop for faculty development.
2. To coordinate with the department chairpeople an effective schedule for academic offerings.
3. To evaluate and modify when necessary, each semester, for purposes of acquiring maximum enrollment.
4. To manage and coordinate offerings and activities to gain minimum of 400 FTSE per semester.
5. To consistently evaluate and monitor the demands of the constituency for purposes of scheduling what is needed and desired.
6. To create a working atmosphere conducive to faculty and staff professional development.
7. To develop and manage a budget that allows the highest quality of equipment and supplies for instructional purposes.
8. To develop goals and objectives that are compatible with all administration and which are consistent with college policy and the mission of the institution.
9. To implement an instructor evaluation process that is not related to compensation or retention.
10. To assist all units in maximum facility useage.
11. To strengthen the enrollment in the Mid-Management program through additional offerings and non-traditional scheduling.

CENTRAL ARIZONA COLLEGE
ARAVAIPA CAMPUS
DEAN, CONTINUING EDUCATION & COMMUNITY SERVICES
INSTITUTIONAL GOALS AND OBJECTIVES FOR 1980-81

1. To give greater emphasis to the one college concept by greater coordination with the county-wide coordinators in the fields of Administration of Justice, E.M.T., A.I.B. and telecourses.

2. To develop a county-wide community service and public event program by coordinating and cooperating with Dr. Toler and local community schools.

3. To consistently evaluate and monitor the demands of the public served for purposes of scheduling more effectively and efficiently.

4. To coordinate and support a liaision person to represent the campus in the Senior Citizen Community.

5. To continue to support the industrial and business community by offering credit and non-credit short courses, seminars and workshops.

6. To implement a part-time instructor evaluation process that is not related to compensation or retention.

7. To develop a part-time faculty handbook and in-service workshop.

8. To reactivate the Women's Program by developing and offering seminars, activity days and workshops.

9. To arrange and coordinate offerings and activities to gain a minimum of 200 FTSE per semester.

10. To increase the campus visibility and credibility in the local communities by participating in, at least two service clubs and civic activities.

THE INSTRUCTIONAL PROGRAM

FIVE YEAR PLAN

CAC - SIGNAL PEAK CAMPUS

Charles W. Hall
Dean of Instruction
April 15, 1980

BUSINESS DEPARTMENT

5 Year Plan

Instructional Program

To meet the changing student and community needs, the Business Department will continue to review and delete or expand class offerings. The instructional program will emphasize:

I. Changing the shorthand system from Gregg to SW Century 21.

II. Developing the use of computers in Advanced Accounting and Economics.

III. Establishing an Associate of Applied Science in the Legal Assistant Program.

IV. Increased class offerings in Real Estate classes and establish a certificate program for Salesman and Broker.

V. Expanding the Mid-Management and Career programs and articulation process with the universities.

VI. Expanding the Office Services Individualized Instruction Learning Center, including Modules, Medical Records Technology; Medical Terminology and Medical Office Practice.

VII. Update Computer Science terminals, Data Processing capacity and other equipment.

Staffing

To accomplish and staff the instructional programs, we should:

I. Add para-professionals to assist in the Learning Center.

II. Plan on increased part-time instructors to present classes in the Legal Assistant Program and the Real Estate classes.

Facilities

Presently, there are no plans for expanded facilities in the Business Department. Yet, it should be noted that Business is one of, if not the fastest growing areas on campus. If this growth continues, it will be necessary to rewrite this section of the Five Year Plan.

COMMUNICATIONS DEPARTMENT

5 Year Plan

Instructional Program

To meet the changing student and community needs, the Communications Department will continue to review and delete or expand class offerings. The instructional program will emphasize:

I. Individualized instruction through addition of more modular courses and lab offerings (see facilities section for a few suggested areas)

II. Interdisciplinary classes such as journalism/business; journalism/art; computerized typesetting/office skills; typesetting/maintenance; literature/art; literature/art/music; literature/philosophy/sociology

III. Intern programs in advertising sales and management, photo-journalism, reporting and editing, typesetting and composition

IV. Cooperative education programs in journalism areas (the possibility of vocational funding will be explored)

V. The need for teaching media relations and public relations skills as a continuing education program aimed at area industry, business, club and organization officials

VI. Addition of graphics printing to round out technical aspects of journalism program

VII. Continued support with the Title III Program (SDIP) to incorporate and support the ESL Program in the community and on campus

Staffing

To accomplish and staff the instructional programs, we should:

I. Employ a full-time paraprofessional aide to assist in the reading/composition instructional labs

II. Evaluate need for a full-time language teacher

III. Employ a full-time instructor in composition

IV. Evaluate need for full-time photography instructor to teach photography, photo-journalism, and graphic arts

Facilities

I. To meet individual study/learning needs and assist each student in becoming a more independent, self-confident, efficient learner, top priority should be directed toward a new facility which would provide a central location for testing, tutoring, and academic counseling.

Since most of the academic problems of CAC students are directly related to communication difficulties and since the Personalized Education Program and the Communications Department have already developed a close, cooperative working relationship, the ideal facility would be one which could house these two areas along with academic and employment counseling. The facility should be designed for easy access for the handicapped and contain a central reception area flanked or encircled by various labs classroom, offices, and conferences and study rooms for individual and small group use. Such a facility could provide a multitude of services:

A. for students

1. academic/employment conseling
2. drop-in or prearranged tutoring (one-to-one, group, worshops, etc.)
3. testing (pre-test study aids, campus-wide make-up tests, GED/CPP, diagnostic/placement tests)
4. modular course offerings (study skills, composition, reading, languages, specialized vocabularies, problem solving, etc.)
5. academic credit for tutoring (with constant supervision, tutors could be evaluated and given credit as a special class or as special credit in an existing class)

B. for the community

1. special weekend hours
2. "non-student" services where any member of the community could take advantage of testing, counseling, learning

C. for the instructors

1. assistance in preparing self-help study packets for individual classes
2. centralized information regarding placement tests, reading levels
3. centralized place for make-up testing
4. assistance in determing reading levels of texts
5. greater opportunity for team teaching (whether the team approach) involves two professors, a professor and one or more tutors, a professor and a student teacher, or a professor and a professional technician from community business)

D. for campus planning

1. with a centralized place for assistance, a student, faculty member, or community member would find it natural to ask for "whatever" -- thus indicating areas of need that might possibly be added to the total college services

II. To continue to grow with the community needs in the communications areas, the journalism staff will:

A. assess need for expanded facilities and equipment to train students in journalism communication fields, e.g. video display terminals for reporters/editors and advertising students.

B. consider location of journalism program facilities in relation to plans for development of a communications department center and expansion of total campus in-house use of journalism/photography/printing areas.

CREATIVE ARTS DEPARTMENT

5 Year Plan

Instructional Program

To meet the changing student and community needs, the Creative Arts Department will continue to review and delete or expand class offerings. The instructional program will emphasize:

I. Added classes in the music area, such as: Jazz Studies, Handbell Choir, Community Band and Voice Theory class

II. Added classes in art, such as: Advertising & Commercial Art, and other studio courses

III. Added classes in speech, such as: Public Speaking, Group Communication, Interpersonal Communication, and Interpreters Theatre

IV. Added classes in drama, such as: Theatre History and Mime

V. Community productions such as: Feast of Carols, Dinner Theatre, and other drama productions. CACtus Speech Tournament and the Jazz Festivals

VI. Continued exploration into the possibility of interdisciplinary courses on an intra and inter departmental basis

VII. Continue to encourage the adoption of a Creative Arts requirement

Staffing

To accomplish and staff the instructional programs, we should:

I. Explore the possibility, when the enrollment demands, of an additional professor who could teach several classes in a variety of the disciplines in the Creative Arts Department

Facilities

I. To assist in receptions and as a preparation room for public presentations, a "Green Room" should be added to Pence Center.

II. To aid the public in locating buildings, the name of the Don P. Pence Center should be placed on the building.

III. To protect the investment of supplies and equipment, the Pence Center should be made more secure.

IV. To protect the participants on any stage presentation and those in the orchestra pit, study should be given to a new covering for that pit.

Instructional Program

To meet the changing student and community needs, the HPER Department will continue to review and delete or expand class offerings. The instructional program will emphasize:

I. Continued usage of the individualized instructional method in the HPER classes.

II. Personalizing classes for individuals through individual goal setting.

Staffing

To accomplish and staff the instructional programs, we should:

I. Hire permanent assistant coaches, through HPER, or other departments, when professor's openings occur.

II. Finalize plans on Women's Track and Field for the programming and staffing of this departmental addition.

III. Change the Athletic Director's position to an administrative assignment and add a replacement instructor.

IV. Work in cooperation to add a permanent half-time employee for instruction in Physical Training and First Aide for both the HPER Department and the Law Academy.

V. Hire a full-time trainer--beginning with the 1980-81 school year, we will have twelve intercollegiate sports.

Facilities

To insure maximum usage and effectiveness of the HPER offerings, these additions are needed:

I. Handball and racquetball courts with lights.

II. Two tennis courts with lights.

III. Bathhouse at swimming pool with lockers, office and storage room.

IV. Outdoor basketball and volleyball courts.

V. Dressing facilities for track and baseball located between the two areas.

VI. Press box for the softball and baseball fields.

VII. Permanent bleachers for the track.

VIII. Lights for the Baseball field.

SCIENCE/MATH DEPARTMENT

5 Year Plan

Instructional Program

To meet the changing student and community needs, the Science/Math Department will continue to review and delete or expand class offerings. The instructional program will emphasize:

I. Increase inventories of laboratory equipment allowing fewer students per lab station in physical sciences.

II. Coordinate instructional methods in Math Block focusing on student attendance, security of materials, and testing procedures.

III. Expand offerings in the Home Economics area.

IV. Investigate the implementation of a Science-Mathematics tutorial service separate from P.E.P.

V. Explore the possibilities of offering selected Science-Math-Technology related programs.

VI. Incorporate computer use in course offerings.

VII. Review and revitalize our laboratory programs.

VIII. Investigate the assessment of laboratory fees to supplement supply and equipment costs.

Staffing

To accomplish and staff the instructional programs, we should:

I. Add a full-time staff member in a combined teaching role of Mathematics and Biological or Physical Sciences.

II. Consider the addition of a full-time Home Economics teacher and coordinator.

Facilities and Equipment

I. Establish priority needs for equipment in each area and through the budgeting process bring equipment inventory up to acceptable standards.

II. Work to influence the redefinition of capital outlay items to be those in excess of $250 cost.

III. Establish a weather recording station.

IV. Build an outdoor small animal shelter.

V. Develop a small repair and equipment construction shop area.

VI. Investigate the installation of computer terminals in the physics laboratory and maintain the present terminal room.

SOCIAL/BEHAVIORAL SCIENCES DEPARTMENT

5 Year Plan

Instructional Program

To meet the changing student and community needs, the Social/Behavioral Sciences Department will continue to review and delete or expand class offerings. The instructional program will emphasize:

I. Approval for a one year Pre-service Certificate Program to be implemented in the Law Academy

II. Implement a two year Pre-service Certification Program for minority/disadvantaged students to academically assist the student in passing pre-selection exams and the one year of police training

III. Incorporating the Criminal Justice Program and the Law Academy under one head

IV. Developing additional classes that will include: an interdiscipline approach and/or a team teaching approach

V. Developing and teaching additional classes directed toward ethnic, occupational, and other specialized groups

VI. Continued support with the Title III Program (SDIP) to incorporate and support the Bilingual Program in the community and on-campus

Staffing

To accomplish and staff the instructional programs, we should:

I. Work in cooperation to add a permanent half-time employee for instruction in Physical Training and First Aid for both the Law Academy and the HPER Department

II. Hire a secretary for the Social/Behavioral Department on a full-time basis

III. Study the growth of Continuing Education courses in the community and, with the required growth, the necessity to hire additional history and psychology professors

Facilities

The growth plan for the Social/Behavioral Sciences Department calls for a new Social Science Building. This new facility will include:

A. Lecture halls
B. Discussion Areas

C. Labs (Psych, Anthro, and Soc)
D. Exhibit hall and/or museum space
E. Counseling and testing rooms
F. Biofeedback rooms
G. Stage room
H. One-way observation room
I. Lounge area
J. Special Education area
K. Classroom and office space
L. Computer terminals

TECHNOLOGY DEPARTMENT

5 Year Plan

Instructional Program

To meet the changing student and community needs, the Technology Department will continue to review and delete or expand class offerings. The instructional program will emphasize:

I. The continuation of courses that lead to the development of marketable skills for placement in the world of work

II. The continuation of courses for persons now employed to upgrade their skills and level of ability on the job

III. The continuation of courses for persons wishing to transfer to a university or the next step for more specialized training

IV. Continued study of the certificate, transfers, and stop out programs and the impact on the student and his career options

V. Continued study of the existing electrical program and the proposed solar energy program for future recommendations

Staffing

To accomplish and staff the instructional programs, we should:

I. Continue to utilize the abilities and expertise of professors from CAC's sister campuses and skilled personnel from the community on a part-time basis

II. Study the need to add a Body and Fender professor

Facilities

The primary concern and need for facilities for the Technology Department is directed toward the lab area, especially for Horticulture, Metals, Agriculture, Body and Fender, Heavy Equipment and Diesel Technology

5 Year Plan

Instructional Program

As the Learning Resource Center is at once, a support service for and intricately involved in instruction, the instructional program will emphasize:

I. Expansion and improvement of services to the student, staff and community including references, interlibrary loans, update materials, and accessibility to library resources

II. Continuation of joint services supporting both the LRC/LAC

III. Continuation and expansion of current LRC skills units and promote total integration of resources with the instructional process

IV. The installation of computer terminals to support the departments and increase the services to the LRC

V. Continuation and improvement in Audio/Visual services to the campus and Public Services

VI. Support to the campus through training sessions for LRC personnel and student work/study employees

Staffing

To accomplish and staff the instructional program, we should:

I. Be certain the LRC is at maximum employment

II. Secure work/study students to support the LRC staff

Facilities

The LRC is almost at capacity in its present facility. If the LRC is to continue in expanded services and storage, more room must be found to support these efforts.

The area needed is more than just a room or a sectioned part of the hallway. The need is for large areas of space to be redesigned for usage by the LRC.

STUDENT AFFAIRS STAFF

FIVE-YEAR PLAN

JULY 1, 1980 - JUNE 30, 1985

April 10, 1980

ADMISSIONS AND RECRUITMENT

FIVE-YEAR PLAN: JULY 1, 1980 - JUNE 30, 1985

I. PROGRAM SCOPE:

The Admissions and Recruitment area of responsibility will grow in importance as high school enrollments decline and other external factors affect student enrollment. Marketing a college will become the "name of the game" in the 1980's.

The goals for the next five-year period include:

A. Improving the promotion efforts of off-campus courses.

B. Coordinating the efforts of the Admissions and Recruitment office and the Registrar's office with regard to corresponding with prospective and accepted students.

C. Developing a pre-admissions visitation program for the purpose of retaining students who have applied.

D. Cultivating international student enrollment at the rate of two to five percent of our total student enrollment. This goal is contingent upon having appropriate support services and upon having available housing.

E. Continuing to make the Marketing Task Force a vital group for making suggestions in the areas of promotion, recruitment, follow-up, research, retention, academic advising, and/or other areas as needed.

F. Continuing to monitor our minority enrollment and making special promotion efforts where certain enrollments do not reflect the general population.

G. Continuing to monitor the retention rates of students as determined by the Research and Development office.

II. FACILITIES:

The Admissions and Recruitment office is currently located in the Student Services building. A study should be made to determine the best physical location of the Office of Admissions and Recruitment. Many colleges have the Admissions, Recruitment, and Registrar's offices sharing one office complex.

III. STAFF:

The Admissions and Recruitment office is currently staffed with a director and a secretary. There will not be a need for additional personnel if cooperativeness continues among faculty, counselors, and other administrators in providing recruiting assistance.

IV. OTHER:

Marketing Central Arizona College in the 1980's will include the recruitment of non-traditional students. The development of new information systems, continued efforts to improve the college's academic advising system, and other appropriate accommodations for the non-traditional student should be placed high on the institution's list of priorities. The development of a rural transportation system may also positively impact student access to college classes and services.

COUNSELING

FIVE-YEAR PLAN: JULY 1, 1980 - JUNE 30, 1985

I. PROGRAM SCOPE:

During the next five years, additional emphasis will be placed on the following:

A. Providing monthly in-service workshops and seminars for students interested in furthering their academic and vocational skills outside of the classroom setting.

B. Continuing to improve the counseling, advising, and referral services for students at Signal Peak.

C. Developing strategies to promote closer articulation with community resources and services.

D. Working closer with Continuing Education in providing more services to off-campus communities.

E. Improving on the college's delivery of career information to students. More emphasis will be placed on disseminating career information and assisting with career decision making.

II. FACILITIES:

Counseling and other student services should be centrally located on campus in an effort to best serve the commuter student as well as the dorm student. Ideally, services should be housed in the same building in order to facilitate efficiency of the total operation. Such a facility would include the inter-related services of:

A. Counseling offices

B. Special services

1. PEP
2. Veterans' Programs
3. Returning/Re-entry services
4. Tutorial

C. Placement

D. Career information center

E. Student government offices

F. Game rooms and lounge areas

III. STAFF:

The addition of one new full-time counselor would help to provide better services at Signal Peak as well as within the surrounding communities.

A. The additional counselor would have particular expertise in career planning and in testing.

B. The additional staff member would allow the conversion of the present Counselor/Director of Student Activities position to a full-time Director of Student Activities.

C. Growth in the college's service areas, especially Apache Junction, will justify a new staff member if we are to provide needed services in:

1. Academic advising

2. Career planning and testing

Student aid during the next decade will be changed considerably. Changes we are only beginning to understand will be effecting not only the student, but also the institutions that are participating in the federal programs. The federal programs are building more and more controls into the regulations. The institutions will be expected to handle funds under the conditions of the agreement at the time they become law, not after the fact as things are now being handled. The President will be looking at financial aid as he has never looked at it before because the Department of Education is now funding student financial aid at the rate of one-third of its total budget.

I. PROGRAM SCOPE:

A. Due to the projected funding levels of the federal programs, we will experience an increase in student eligibility and an increase in funds to eligible students. Coupled with an increase in enrollment, the estimate for the next five years will be an increase in funding of approximately 35% over 1979-80.

B. Because of the increase in funds from the federal programs and looking to the point where 100% of the student need is met, it becomes apparent that all institutional and outside scholarship funds should be channeled to the academically superior student. This, then, will be the thrust of the Financial Aid office as this change occurs.

C. The increase in federal funds in the work-study program coupled with an apparent saturation of jobs on campus will make it necessary to develop more off-campus employment opportunities. This shift will entail not only a part-time placement and development program as developed during 1979-80, but also the development of a federal work-study program in cooperation with non-profit agencies off campus. The latter program would include responsibility for the training of full-time employees in the supervision of student help.

D. A data processing system needs to be developed whereby a student's academic progress and student aid are coordinated in a meaningful manner. This should include the student's eligibility based on admission and registration, satisfactory progress, financial aid packaging, and a delivery system

E. A Financial Aid Advisory Committee composed of students and faculty needs to be implemented. This committee will advise the director of the problems in financial aid at the user level.

F. Continued and greater emphasis will be placed on providing information to prospective students and parents in all the college's service areas as well as training financial aid counselors and Continuing Education personnel in the surrounding communities.

II. FACILITIES:

The current facilities will be adequate with minor changes:

A. There will need to be developed a permanent filing area for old files outside the present office area.

B. The current filing and work area should be relocated to the open office area.

C. The area now being used for a work and filing area would be remodeled to be an additional office.

III. STAFF:

With the increases in responsibilities and duties outlined above, it will be necessary to employ one additional person. This person will take over the responsibility of the work-study program which will include on-campus and off-campus employment. A half-time secretary will need to be added for the Student Employment Director. The new staff position will enable the Director to pursue the other increases in work load which will be necessitated by the changing federal regulations regarding financial aid.

INTRODUCTION

Food service, like many other businesses such as fashion apparel, is very susceptible to rapid changes in the tastes of its customers. Unlike businesses such as the garment trade, changes in taste may necessitate drastic changes in capital equipment both in type and location.

Because of the large sums of money required for new purchases, it must often be the case that new trends in food service require changes that are more apparent to the customers served, and for the innovation which works, rather than attempting to duplicate trends.

Few food trends are very long lasting (the hamburger, McDonald's style, being an important exception) and, thus, any changes in capital outlay must be accompanied either through large returns per serving or large increases in patronage.

Therefore, with limited capital resources with which to work, the following are presented as plans and goals for Signal Peak food services during the next five-year period:

I. PROGRAM SCOPE:

A. Maintain a food service which serves the needs of our campus and accommodates various community uses of CAC facilities.

B. Work on areas which are most obvious to customers, such as service mode and seating areas.

C. Offer food options which are both current and affordable to our customers.

D. Keep food selections to a number which offers enough options to present customers a choice, but not so many options as to confuse the customer as to the central motif of what foods are being presented.

E. Implement these goals with limited capital outlay.

II. FACILITIES:

A. Goals

1. Improve ambience in entire area to greatly enhance Snack Bar image.

2. Increase customer counts.

3. Increase variety and types of products offered.

4. Increase check average.

5. Increase available seating, especially with the increasing number of times boarding students are fed on this facility. (i.e., Feast of Carols, etc.)

6. Improve traffic flow to better service customers.

B. Recommendations

1. Conversion of existing game room to a seating area for Snack Bar customers. Look at repainting the area, possibly adding carpet, dimmers on lights, and purchase some new tables and chairs (rounds and squares to accommodate four people); recommend this area have a built-in, self-bussing area.

   This area would be used as additional Snack Bar seating during the day and available as a catering room (or meeting room) for Community Services functions at night or on the week-ends.

2. Paint both the existing Snack Bar and game room to be color coordinated. The use of earth tone colors and wall graphics would greatly add to this area; possibly use CAC Art Department's assistance for this project.

3. Move present divider out about 15 feet, divide it in half, and install a turnstile entrance in the middle. Also, build a cashier stand with tray slides on both sides to improve speed of service.

4. With these changes, develop the following product format in the service area:

   - grill line service
   - hot line service
   - expanded self serve salad bar (some additional portable equipment would have to be purchased for this)
   - expanded beverage bar area
   - expanded sandwich selection area

   If funds were available there would be room to offer more products - if some additional equipment were purchased, e.g.,:

   - soft service ice cream machine
   - shake maker
   - lighted, refrigerated display case

   If needed, Saga has access to a kitchen design person who could develop:

   - work drawings of both rooms
   - equipment suggestions
   - equipment cut-sheets for power needs, etc.

   Some of this work could be accomplished by the CAC physical plant employees but some may need off-campus expertise. Saga has indicated its willingness to assist in all phases of this project.

HOUSING

FIVE-YEAR PLAN: JULY 1, 1980 - JUNE 30, 1985

I. PROGRAM SCOPE:

A. Continue to assign students as roommates in the quad units with persons of various cultural and area backgrounds to phase in new and possibly higher standards to augment cooperation in a community environment.

B. Promote and support the concept of mobile classes and seminars, particularly human development courses within the housing compound.

C. Provide seminars and workshops to assist resident assistants in magnifying their role as co-workers in helping develop competencies - intellectual, physical, manual, and social.

D. On an on-going basis, encourage participation and involvement in all campus and housing functions, such as sports, social events, arts and crafts, drama, speech, etc. This would enrich and contribute to the development of well-rounded individuals.

II. FACILITIES:

Needs during the next five years include the following:

A. Provide additional amenities through construction of enclosures for storage room within the women's complex, a ramada in front of the housing lobby, a motorcycle storage area, and a sunbathing platform with picnic tables located next to quads 1340 and 1020.

B. Develop a system for building and ground maintenance whereby safety, functional design, and attractiveness would be enhanced and maintained.

III. STAFF:

A. Have one (1) full-time custodial person for housing area.

B. Additional Security personnel to cover graveyard shift or equivalent.

C. Housing Director, Assistant Director, Campus Nurse, and Resident Assistants.

IV. OTHER:

The four objectives for Student Housing at Central Arizona College are as follows:

A. Provide a place of abode having physical provisions adequate to satisfy a comfortable environment

B. Provide a structure with guidelines which promote compatible and cooperative community living

C. Provide an interpersonal environment conducive to an atmosphere of learning and citizenship

D. Promote opportunities for individual growth and development

PERSONALIZED EDUCATION PROGRAM (PEP)

TITLE IV - SPECIAL SERVICES 49

FIVE-YEAR PLAN: JULY 1, 1980 - JUNE 30, 1985

I. PROGRAM SCOPE:

The PEP staff is committed to providing and expanding quality support services to Predomineatly low-income students with cultural, educational, and/or physical disadvantages. This can be accomplished two ways. First, by PEP staff involvement with appropriate instructional staff in the development of:

A. A series of 90-level courses for all disciplines.

B. A credit course for training prospective peer tutors and para-professional couselors.

C. A set of courses to begin at mid-term of each semester for deficiency students.

Second, by providing additional programs implemented and funded through Title IV to complement other institutional programs and services, such as:

A. Day-long workshops offered during the summer interim at strategic sites throughout Arizona. Workshops would include cultural and educational experiences and would provide PEP an opportunity to bridge the academic services from Spring to Fall, as well as a time and place to administer the Career Planning Program test in advance of the school term.

B. Regularly scheduled cultural/educational field trips from this institution to appropriate sites in Phoenix and Tucson.

II. FACILITIES:

PEP has become an integral part of the student support system at Signal Peak. A close, cooperative working relationship between the PEP staff and other Student Affairs staff members for the benefit of students is, therefore, essential. The PEP staff has also established a close working relationship with the Communications Department since the majority of PEP students require remedial work in both writing and reading skills. Ideally, the students in PEP would be better served if housed in a facility which was 1) readily accessible to handicapped students since federal regulations require Title IV to serve this population and 2) located in closer proximity to other Student Affairs functions. The facility could also house the Department of Communications with its reading and writing labs as well as rooms for traditional English and literature classes. Additional facilities required by PEP would be a combination waiting/quiet conversation/reception area, a private counseling room, group study room, space for open-table one-to-one tutoring, staff offices, an area for the use of software and audio-visual aides to assist in modular learning in any discipline, and a room for diagnostic testing and make-up tests. Many

of the goals of the PEP staff and Communications Department are similar and their activities are complementary. A common facility to be shared would seem appropriate. The Learning Resource Center would then be able to provide the services it feels are appropriate but cannot presently provide because PEP occupies the second level of the L.R.C.

III. STAFF:

In order to better serve students on the Signal Peak Campus as well as to expand services to students at the Gila River Career Center and the Aravaipa Campus, the PEP Program projects the addition of the following staff members over the next five-year period (these positions have been included in the Title IV grant proposal submitted October, 1979):

A. A full-time bilingual counselor with specific skills in career counseling to serve both Signal Peak and Gila River Career Center students.

B. One additional full-time person each for the Sacaton and the Aravaipa campuses. These staff positions will be defined by personnel from these campuses according to needs of the students to be served by the PEP Program.

C. MSW candidates to intern at the Signal Peak and/or GRCC campuses to provide mini-workshops in: parenting, family communications, cultural awareness, self-awareness, educational fulfillment, practical survival tips, and/or other areas as needed.

The addition of the new staff will allow PEP to provide more and better services to a larger number of students. It will also allow the Student Affairs staff, who currently perform a portion of the counseling/advising functions for PEP students, opportunities to exercise greater freedom in carrying out their other duties and obligations to the rest of the student community.

IV. OTHER:

By 1985, it is hoped that CAC will be supporting a minimum of 25% of the total budget. It is also hoped that the institution will ultimately be able to support the total program when federal funding for Special Services is no longer available.

PLACEMENT

FIVE-YEAR PLAN: JULY 1, 1980 - JUNE 30, 1985

I. PROGRAM SCOPE:

The Placement office offers services for students who seek full-or part-time employment. This office will continue to develop relationships with private businesses and governmental agencies which typically employ Central Arizona College students and graduates.

Those services which will be offered during the next five years include:

A. Maintenance of a job file of available part-time job openings

B. Maintenance of a job file of available full-time job openings

C. Maintenance of a job file of available summer job openings

D. Maintenance of student employment interest files for part-time jobs

E. Maintenance of placement file service for graduating students

F. Coordination of the career information and career awareness responsibilities

II. FACILITIES:

The Placement office is located in the Student Services building and the Job Location Development office is located in the George Young Activity Center. Ideally, these offices should be located in one area for greater efficiency. Office location(s) for these two inter-related functions should be reviewed annually.

III. STAFF:

The staff includes the Director of Admissions and Recruitment, Job Location Development Program Assistant, a secretary to the Director, and work-study students. None of these staff are employed full-time to perform placement functions. The Job Location Development Program is funded through the Financial Aid College work-study monies.

No additional staff is being recommended for the next five years.

IV. OTHER:

The Title IV Program has included a career counseling position in its next grant. If funded, the career counselor will assume the majority of responsibilities for disseminating career information to students and teaching career awareness sessions.

The student population of Central Arizona College is changing. The average age of our students is increasing, more students are undertaking vocational programs, and more students are attending on a part-time basis. These changes are expected to continue and accelerate over the next five year period. Given these conditions, the following suggestions are recommended in order for Student Activities at Central Arizona College to meet the needs of both the traditional and non-traditional students.

I. PROGRAM SCOPE:

A. It is recommended that a Student Activities Advisory Board be created. The Board membership should include part-time and full-time students, day and evening students, and should be chaired by the Director of Student Activities. Given a significant portion of the current ASCAC budget, the responsibility of this group would be to develop, implement, and evaluate a series of active learning, developmentally-based programs. Specific programs could include activities ranging from a mini-lecture series to a regular coffee-house series. The limits are as broad as the Board's creativity. The chairperson would serve as an advisor, resource person, and "detail man" (contracts, etc.).

B. It is recommended that ICC and ASCAC be separated, thereby giving ICC total control and responsibility of its functioning. At present, the Inter-Club Council is a subcommittee of the Associated Students of Central Arizona College. Given that arrangement, ICC has little control over its own budget; ASCAC can overrule any action of ICC. Under this arrangement, the Director of Student Activities would continue to serve as the sponsor, advisor, resource person, etc., and the "Activity Approval" system would continue to be used in an effort to coordinate and assist all clubs and organizations in planning functions.

C. In this plan, the budget of ASCAC would be reduced to effect a move toward a more active role by the group in its constitutionally stated purpose of serving as a unified student voice and lobbying entity. Again, the Director of Student Activities would remain as sponsor.

D. Control and functioning of the game room would be placed under the Director of Student Activities. It is suggested that present games and machines be replaced with coin-operated equipment. These can be supplied by a vendor handling the same on a 50/50 contract. In such a contract, the vendor provides all equipment, service, and repair for his/her 50%. The school provides the site and supervision for its share. Experience at other colleges has demonstrated that enough money can be made in this manner to pay someone to keep it open from 9:00 a.m. to 9:00 p.m. and make a small profit.

E. Students need to have a Student Lounge which is a Student Lounge on a full-time basis with no meetings scheduled in that facility.

II. FACILITIES:

Current facilities are adequate for administering the proposed programs given the suggested changes.

III. STAFF:

In order to effectively administer these proposed changes as well as keep abreast of the other established duties, it is recommended that the Director of Student Activities be released of all counseling duties, thereby devoting full time responsibility to activities. The needs of the proposed programs could be met with one full-time Director aided by work-study students.

IV. OTHER:

An example of the change in budgets for the three groups is presented below and is based upon the total 1979-80 ASCAC budget.

ASCAC	$ 2,500
ICC	4,420
Advisory Board	10,000
TOTAL	$16,920

STUDENT CENTER FACILITIES AND FACILITIES FOR STUDENT AFFAIRS FUNCTIONS

FIVE-YEAR PLAN: JULY 1, 1980 - JUNE 30, 1985

INTRODUCTION

Included in the five-year plans for each Student Affairs area are suggestions pertinent to facilities which, if available, could strengthen and enhance the services offered by that area. Below are listed some additional specific suggestions and/or needs which, if implemented, would assist students and student services at the Signal Peak Campus:

STUDENT CENTER

1. Upgrade rooms 852-A and 852-B with carpeting; if possible, remove the wall between the two rooms and replace it with a variable room divider in order to accommodate groups of various sizes in both rooms. This would also allow 852-A/B to be used as one large meeting room.

2. An exit on the south of the Student Center would provide needed accessibility for handicapped persons.

3. A student lounge which is used exclusively as a lounge is a priority need. Currently, due to limited meeting rooms, the present student lounge is utilized by community and campus groups for meetings on a year-round basis.

4. The Signal Peak campus needs more space available for meeting rooms, both for on-campus and community groups.

5. An analysis needs to be done to determine the best location of the game room. The present game room location prohibits needed expansion in the food services area. If the Student Center expansion were done or a new facility available, the game room would be better situated in a different location.

6. There needs to be more efficient use of the present dining hall. Presently, the tables are placed in a cluster in the center of the cafeteria. It is possible that a draw curtain could be installed so that the cafeteria could be sectioned off and utilized by both the boarding students and special groups simultaneously.

SUMMARY

Ideally, a new facility could be constructed which would house various student services, including counseling, the Personalized Education Program, re-entry student services, student activities, student government offices, a career development and placement center, game room, and a student lounge along with space for a developmental/tutorial area. This facility would be centrally located on campus. Realistically, the college's budget will not allow the construction of such a facility during the next five years. Therefore, serious consideration should be given to construction of the Student Center expansion as originally planned. Such an addition could help alleviate the major problem currently confronting the college in attempting to meet student needs for facilities as well as the needs of the community.

STUDENT HEALTH SERVICES

FIVE-YEAR PLAN: JULY 1, 1980 - JUNE 30, 1985

I. PROGRAM SCOPE:

Programs that should be implemented through the Student Health Services during the next five years include:

A. Investigate the advantages of requiring pre-admission physical examinations for both athletes and dorm students. Currently, students coming into the athletic program must have a physical exam to be eligible to play and the exam costs are paid by the HPER Department. A student could have the examination prior to coming to school and absorb the cost. This procedure would also eliminate any possibility of a student not providing information about a previous injury and/or illness that could be detrimental to himself/herself or others. The procedure would enable us to have advanced knowledge on other dorm students which would facilitate care in cases such as diabetes, heart problems, tuberculosis, epilepsy, etc.

B. Work with the Business Office to explore the idea of maintaining a "petty cash fund" from which small items can be purchased. This may save the College funds in the long run in that purchases can be made as special prices are spotted rather than waiting to submit purchase orders to obtain supplies from one vendor.

II. FACILITIES:

At present, the office consists of a 12' X 19' room on the women's side of student housing. All the records and storage of extra supplies, treatments, and student/nurse conversations are confined to this area, with the exception of certain medications and very confidential records which are stored in the apartment for reasons of security. Ideally, there should be an additional room for a short-term infirmary for use by off-campus students and/or personnel. In addition, the college should consider accessibility to the office from the apartment, without going outside. This latter step would eliminate a) an injured person from having to travel additional steps to summon the nurse and b) the nurse's having to leave a student alone in the office while obtaining medication or ice bags which are kept in the refrigerator in the apartment.

Also, because of our wide-spread campus, there should be some guide signs directing people unfamiliar with the office to its location.

III. STAFF:

Two areas in regard to staff need to be considered:

1. At present, the staff consists of one Registered Nurse and one workstudy student. The workstudy student is employed to drive the car that is assigned to the office from 2:00 p.m. to 8:00 a.m. for routine medical appointments and emergencies that occur during this time period. Ideally, there should be a car assigned to the office on a 24-hour basis and two students for total coverage availability.

B. Work should be continued in conjunction with the Dean of Student Affairs and Housing Director to more clearly define the nurse's responsibility for the Housing area. At present, and because of location of the office and apartment, the nurse is woven into the Housing area. This is partially because of the mental health care from the office in listening to complaints about roommates, breakdowns in the Housing facilities, etc. In addition, the nurse serves as advisor to the Dorm Conduct Committee, works with the Resident Assistants as a voluntary aide to the Assistant Dorm Director, and rotates with the Dorm Director and the Assistant Dorm Director in supervising the Housing Area every third weekend.

IV. OTHER:

The Student Health Service provides health care to staff and students on both an emergency and an on-going basis for preventive medicine. This is accomplished as follows:

A. Central Arizona College is the only community college in Arizona with a nurse residing on campus. The office is adjacent to the nurse's apartment which is located on the women's side of student Housing.

B. The office carries an extensive inventory of bandages, first aid equipment, and symptomatic medications. These are medications which may be purchased by non-prescription means by anyone who wishes.

C. On February 27, 1980, a pager system was introduced into use so that the nurse can be contacted immediately to respond to emergencies.

VETERANS' AFFAIRS

FIVE-YEAR PLAN: JULY 1, 1980 - JUNE 30, 1985

The Office of Veterans' Affairs at Central Arizona College is funded by the Office of Education under the Veterans' Cost of Instruction Program (VCIP). Because funding under VCIP is based upon veteran enrollment and Central Arizona College has experienced a continued decline in veteran enrollment over the recent past, continued VCIP funding beyond the current year is unknown. Veteran student enrollment has decreased from a high of approximately 1,200 in 1975 to around 300 in 1980.

Therefore, it is not realistic at this time to develop a five-year plan for the Veterans' Affairs office. In the event of discontinued funding by VCIP, services to the veteran student population will be continued through the existing Student Affairs offices and the Registrar's office.

During the next five-year period, the women's programs at Central Arizona College are committed to continuing services provided during the 1979-80 year which have included the following: special non-credit programs for students and the community, initiation of credit courses of special interest to women, one-to-one counseling, group support for returning students, and referrals to appropriate assisting agencies.

I. PROGRAM SCOPE:

New thrusts by the women's programs at Central Arizona College during the next five years should include the following:

A. The college needs to identify a place which can serve as a drop-in center for returning/re-entry students where they can comfortably meet with others who are either contemplating returning to school or who have already decided to resume their education. Through this center, counseling and support from staff and peers would be available and group meetings would be held. The center would also store and disseminate information as needed on non-traditional job opportunities, special financial aid which may be available to mature students returning to school, as well as information on local agencies to which referrals can be made as needed.

B. Assistance and support will be given to efforts by college staff to help initiate and develop a rural transportation system for Pinal County since the development of such a system will play a major role in the numbers of re-entry students who can attend the college.

C. Work will be done in conjunction with the Dean for Occupational Programs and the County Health Department to help develop a homemaker/home health aide program designed to provide job training for twenty displaced homemakers each semester.

D. Efforts will be made to work in conjunction with other college staff and local area high school personnel to allow interested senior students the option of participating in more of the non-credit programs offered by the college through the re-entry programs.

II. FACILITIES:

As noted above, the college needs to identify a place for returning/re-entry students that would be centrally located and "inviting" to both women and men returning students. This center should include space for group meetings as well as a private office so that staff can effectively counsel students who seek one-to-one counseling.

III. STAFF:

An annual review should be made of the number and kind of staff to best meet the needs of re-entry women and men students at the Signal Peak campus, the Aravaipa campus, and the Gila River Career Center.

IV. OTHER:

It is anticipated that funding from the Arizona Post-secondary Commission will likely terminate at the end of the second year of funding (1981); therefore, the college needs to determine the priority of this program in relationship to other programs and, if determined to be a priority program, it should be phased into the college's budget.

OFFICE OF COMMUNITY SERVICES
FIVE YEAR PLAN

CAC - SIGNAL PEAK CAMPUS

Mike Toler

Dean of Community Services

OFFICE OF COMMUNITY SERVICES

FIVE YEAR PLAN

GOAL : 1.0

To increase the accessibility for the non-traditional student to both formal and informal education.

OBJECTIVES:

1.1 By the conclusion of 1985, the office of Community Services will have a computerized direct mail program to analyze effectiveness of promotional mailing lists.

1.2 By the conclusion of 1984, an in-plant training program will be operational county-wide.

1.3 By the conclusion of 1983, major employers will be inventoried.

1.4 New programs and courses identified using "gap analysis techniques" on difference between existing course bank and the expressed and/or implied needs. Gap analysis completed by June 30, 1982.

1.5 Provide community and public service programs at community-based college centers by 1985.

1.6 Develop an adult learning opportunity clearinghouse brokerage function by 1983.

GOAL : 2.0

To increase community use of college facilities.

OBJECTIVES:

2.1 Complete feasibility study on expansion and remodeling of Signal Peak Student Center Building by 1983.

2.2 Develop informative facilities brochure on all Central Arizona College facilities by June 30, 1982.

2.3 Distribute facilities brochure to all civic organizations, and other community-based groups by June 30, 1983.

SENIOR ADULT PROGRAM

GOAL : 1.0

To increase the accessibility for the older student to both formal and informal educational opportunities.

OBJECTIVES:

1.1 Develop a computerized direct mailing list of senior adults in at least five communities within the Signal Peak service area.

1.2 Develop a series of "How To Grow Older Better" workshops similar to the one offered at CAC in at least four other locations.

1.3 Develop a course bank of credit classes that are of particular interest to senior adults.

1.4 Work with faculty to increase the number of older students enrolled in on-campus classes and workshops.

1.5 Work with student services to provide counseling/guidance opportunities for senior adults.

1.6 Investigate alternative ways of funding repeat and new courses requested by senior adults for which there is no FTSE reimbursement.

1.7 If feasible, assist in establishing a senior adult education network on the Gila River Reservation in cooperation with the community service centers operated by the Gila River Indian Community.

1.8 Advocate for Pinal County city councils and the Pinal-Gila Council for Senior Citizens, Inc. to provide more functional and appropriate senior adult centers in their respective towns.

GOAL : 2.0

Promote making the CAC campus more accessible to Senior adults and handicapped students.

OBJECTIVES:

2.1 Work with appropriate staff to increase parking spaces close to buildings

2.2 Request the addition of sidewalks for the benefit of older and handicapped students, and wheelchair people.

2.3 Request addition of sidewalk from the back of the student services center parking area to the north entrance of the second-story level.

GOAL : 3.0

To increase job and volunteerism opporunities for senior adults

OBJECTIVES:

3.1 Work with occupational dean to identify college capabilities for training and placement of older workers.

3.2 Work with senior adults, especially those involved in Second Career Achievements headed by Mr. Francis Ervay, to determine how the college can assist them with training, counseling and promotion of second, third and fourth careers.

3.3 Work with senior adults and college staff to develop listing of requests for their volunteer time and talents.

3.4 Work with appropriate community groups to promote the fact that senior citizens are a most valuable coummunity resource.

CONTINUING EDUCATION

GOAL : 1.0

To better meet the diverse and changing needs of the off Campus adult continuing education student.

OBJECTIVES:

1.1 By the conclusion of the 1985 year, CAC will be operating a network of at least three regional community based centers for the conduct of instructional offerings and comprehensive student services.

GOAL ; 2.0

To increase the quality and credibility of all off-campus offerings.

OBJECTIVES:

2.1 The Office of Continuing Education will have a formal operating system to assess teacher competence and instructional quality for systematic review by department chairpersons by December 1985.

GOAL : 3.0

To attend the needs of the non-traditional student.

OBJECTIVES:

3.1 Non-traditional and innovative delivery systems will be expanded by the conclusion of 1985 to include more options than those currently offered by lecture/lab classes, television or newspaper courses.

3.2 By Fall 1985, Continuing Education will pilot a system for registration by phone.

OFFICE OF PERSONNEL

FIVE YEAR PLAN

CENTRAL ARIZONA COLLEGE

SIGNAL PEAK

1980 - 1985

OFFICE OF PERSONNEL

FIVE YEAR PLAN

CENTRAL ARIZONA COLLEGE
Signal Peak

The Office of Personnel will continue to improve systems and procedures for providing services and support. Each system and/or procedures developed will maximize the needs of the college, the community, and the employee; will remain within the limits and constraints imposed by the governmental, legal, professional, and education environments; and will be adaptable for interfacing with and implementation in the various campuses and departments.

COMPENSATION AND BENEFITS

1.0 The Office of Personnel will try to develop and provide procedures, guidelines and information pertaining to compensation and benefits.

1.1. To develop wage scales, classifications, standards, and job descriptions.

1.1.1 Develop and provide information on local, state, regional and national trends in compensation and benefits.

1.1.2 To continue the development of uniform standards, descriptions and performance requirements for all classified positions.

1.1.3 Commence to determine time and energy requirements for all classified positions.

1.2 To commence a program to determine and inform college personnel and the administration of the benefits, conditions and procedures involved in the administration of and participation in Group Insurance, Retirement Plan, Social Security, and Unemployment Compensation.

1.2.1 Periodic attendance of personnel from the Office of Personnel at briefings and orientations conducted by benefit rendering agencies and organizations.

1.2.2 Periodic publishing of articles in the President's Bulletin.

1.2.3 Publicity of benefits at Newcomers Briefings

1.2.4 Make arrangements to assist, counsel and inform college personnel.

1.3 To explore possibilities for facilitating transportation to and from work.

1.3.1 College provided transportation.

1.3.2 Providing real incentives for pooling.

1.3.3 Four-day work week/Flex-time

EMPLOYEE RELATIONS

2.0 The Office of Personnel will commence a systematic program to enhance Employee Relations.

2.1 Facilitate and initiate communication between the administration and employees.

2.1.1 Systematically provide input into the President's Bulletin.

2.1.2 Develop Newcomers Briefings and/or Orientations.

2.2 Make employee's aware they have "stake" in the College.

2.2.1 Review policies and procedures for promotion from within.

2.2.2 Review job descriptions and requirement for progression patterns.

2.2.3 Eliminate unnecessary or superfluous job qualifications.

2.2.4 Plan and organize Employee recreational activities.

EMPLOYMENT, PLACEMENT, AND PERSONNEL PLANNING

3.0 The Office of Personnel will continue to advertise, publicize and recruit so that the best qualified person will be hired and effectively placed.

3.1 Initiate advertising and publicity among media heretofore not often used in order to attract better qualified personnel from all segments of academia and society including minority persons.

3.1.1 Advertise and publish more intensively at the colleges and universities.

3.1.2 Utilize trade and professional publications to include those oriented toward minorities.

3.1.3 Maintain pools of representative, current, and applicable applications.

3.1.4 Maintain good public relations with those not hired or considered for employment.

3.2 Continue to improve the hiring process.

3.2.1 Insure provisions of EOE and Affirmative Action programs as followed.

3.2.2 Eliminate or minimize delays during processing of employment contract.

3.2.3 Monitor the entire search and selection process to minimize time delay and maximize communication and interaction among committee members.

3.2.4 Establish feed-back system with payroll section, Business Office on new employees payroll status.

3.2.5 Become integrated with the College's Data Processing System.

HEALTH, SAFETY AND SECURITY

4.0 The Office of Personnel intends to coordinate and keep abreast of developments within these areas.

4.1 Periodically meet and confer with Vice-President, Planning and Development.

4.2 Periodically meet and confer with Campus Nurse.

4.3 Periodcally meet and confer with Chief of Security

PERSONNEL RESEARCH

5.0 The Office of Personnel will conduct personnel research activities as needed.

5.1 To minimize/reduce the turnover of personnel.

5.1.1 Initiate studies and surveys
5.1.2 Conduct personal interview
5.1.3 Develop and strengthen exit interview policies and procedures.

TRAINING AND STAFF DEVELOPMENT

6.0 The Office of Personnel intends to institute programs which will enhance the technical, managerial and conceptual skills of personnel.

6.1 Training and program information will be gathered.

6.1.1 Examine jobs for content, learning curve, skill progression, and cross training possibilities with other jobs.

6.1.2 Possibilities of obtaining outside help will be sought.

6.1.3 Develop skills exhibits/contests.

6.2 Development of mid-managers will be initiated.

6.2.1 Conduct Organizational Development Seminars/Sessions.

6.2.2 Conduct interpersonal relations and communication type seminars.

6.2.3 Conduct Personal Effectiveness Training.

With the completion of the multi-purpose building at Aravaipa Campus, all College Campuses are completed to meet the present and near future needs based upon the full time student equivalents that are projected to attend. There are still important needs that will require attention during the next five year period.

Some of these projected needs are:

1. The Learning Resource Center on Signal Peak Campus should be carefully studied to determine the needs of the various functions that are now using that facility. Some functions may require different facilities in order to meet the future needs of those fuctions as well as the Learning Resource Center function.

2. A study should be made of the Student Center on Signal Peak Campus to determine the feasibility of adding additional meeting rooms for on and off campus groups. There may also be a need for additional student offices, lounge and recreation facilities within that building. At the same time, the possibility should be investigated for installing an outdoor elevator to the second floor to enable easier access for handicapped students. Methods of funding this project should also be studied.

3. With the rapid growth of the Apache Junction area, careful study of possibility of obtaining land near Apache Junction High School should be concluded and a possible site be acquired for possible future use.

4. Additional outside recreational areas along with a bath house at the swimming pool at Signal Peak Campus should also be considered.

5. Food Service area in Signal Peak Campus may need renovation and improvement to more fully provide the services to both on campus as well as off campus students and groups.

6. Additional storage and other outside improvements area needed in the dorm area at Signal Peak.

7. Continue to use the Youth Conservation Corps to improve the landscaping, outdoor living areas, and general appearance of the campuses. This will require continued budgeting for supplies and materials for these projects.

8. There is a general need throughout the college district for maintenance and general upgrading of the present facilities. It is expected that the next five years will provide opportunity for these improvements to occur. Some such projects is the improvement of the Student Center on Signal Peak Campus in 852A and 852B. The Pence Center on Signal Peak Campus will require improvement in the Orchestra pit cover to provide greater safety and protection with less effort for maintenance.

9. To provide additional on or near campus housing should be investigated and implemented as ways and means are discovered to accomplish this task.

FISCAL PLANNING

The fiscal study projects revenues and expenditures throughout the next five year period from 1980-81 to 1984-85 using 1980-81 as the base year. The fiscal plan for revenue is based upon two sets of assumptions, one set for 1981-82 and the second set for 1982-85. If student enrollments should not meet projections, the revenues will also decline, causing expenditures to decline.

REVENUE ASSUMPTIONS FOR 1981-82

1. Cash balance projected as only contingency amount because of tight budget for 80-81 (could be less).
2. Tax levy increase by only 2% as allowed in new law.
3. State aid reduced by $200,000. Reason - if we don't meet FTSE projection in 80-81 the Economic Estimates Commission, which will establish FTSE for 81-82, most likely will reduce FTSE to actual.
4. D.O.C. contract will increase by 7% per year.
5. Currently showing no increase in all tuitions and other revenue items except interest income project reduced to $25,000. Reason - this reduction is cash flow problems and declining economic conditions.
6. The $256,000 special grant for 80-81 has been taken out.

REVENUE ASSUMPTIONS FOR 1982-85

1. The College will operate with a balanced budget each year.
2. The staffing guidelines for all employees will not exceed those stated in the staffing sections.
3. The property taxes to be received will be based upon the new law recently passed by the legislature.
4. The state aid revenues will not be increased.
5. Student fees will increase at approximately 5% each year of the planning period.

6. Tax levy will increase by 2% per year as allowed by law.

7. Investment income will be constant throughout the next five years.

8. Other income will remain constant during the planning period.

9. A minimum cash carryover for cashflow purposes is $350,000 each year.

10. D.O.C. contract will increase by 7% per year.

EXPENDITURE ASSUMPTIONS ARE AS FOLLOWS:

1. The average faculty salary for 1980-81 of $21,354 will increase by the average step increment of 3.25% during each of the next five years.

2. The cost of College services, including salary adjustments, will increase at a rate of 7%.

3. Plant operation and maintenance cost will also increase at the rate of 7% per year.

4. Fringe benefits will increase at a rate consistent with total salaries.

REVENUE SHORTFALL ASSUMPTIONS

1. An increase of state aid could help develop the additional income.

2. The expenditure budget might be reduced to help make up the difference needed.

3. Student tuition and fees might be increased.

4. A combination of all of the above options might be used to provide revenue needed to balance with the expenditure budget.

REVENUE PROJECTION

FTSE	2750	2450	2525.	2650	2677
	80-81	81-82	82-83	83-84	84-85
CASH	386,000	175,000	350,000	350,000	350,000
ACC. REC.	5,500	-0-	-0-	-0-	-0-
TAX LEVY	3,922,657	4,001,110	4,081,132	4,162,754	4,246,009
STATE AID	1,749,280	1,549,780	1,619,780	1,658,800	1,702,572
TUITION O/C	223,960	223,960	235,158	246,915	259,260
TUITION O/S	159,600	159,600	167,580	175,959	184,755
TUITION DIST.	66,000	66,000	69,300	72,765	76,405
LAB FEES	43,500	43,500	45,675	47,958	50,356
ADMIN. FEES	15,000	15,000	15,000	15,000	15,000
COMPUTER SVS.	10,000	10,000	10,000	10,000	10,000
D.O.C.	465,445	498,026	532,887	570,189	610,102
INSURANCE PREM.	11,000	11,000	11,000	11,000	11,000
INTEREST	50,000	25,000	25,000	25,000	25,000
MISC.	22,058	22,524	22,488	22,660	22,541
SPECIAL GRANT	256,000	-0-	-0-	-0-	-0-
TOTAL	7,386,000	6,800,500	7,185,000	7,369,000	7,563,000

EXPENDITURE PROJECTION

	80-81	81-82	82-83	83-84	84-85
SALARIES & WAGES	4,799,386	5,183,336	5,598,003	6,045,844	6,529,511
FRINGE BENEFITS	884,402	953,735	1,030,033	1,112,435	1,201,430
COMM. & UTILITIES	514,510	550,525	589,065	630,297	674,420
TRAVEL	129,367	138,425	148,115	158,480	169,575
OTHER CONTRAC. SVS.	184,495	197,410	211,230	226,015	241,835
SUPPLIES & MAT.	449,759	481,245	514,930	550,975	589,542
CURRENT FIXED CHGS.	220,899	236,360	252,900	270,610	289,550
MISC. & TRANSFERS	191,321	204,715	219,045	234,375	250,780
LIB.BOOKS & PERIOD.	11,861	12,690	13,580	14,530	15,547
TOTAL	7,386,000	7,958,441	8,576,901	9,243,561	9,962,190
SHORTFALL		1,158,441	1,391,901	1,874,561	2,399,190

MANAGEMENT AND OPERATION

At least seven major functions are inherent in the operation of a comprehensive community college: 1) academic affairs, 2) student affairs services, 3) business affairs, 4) administrative affairs, 5)community services and continuing education, 6) research, planning and development, and 7) employee relations and personnel management.

It is the College's responsibility to provide an overall program of education, suitable for all segments of the county population, and to assure that these offerings are made available. In light of this philosophy, a proper division of decision making responsibility follows:

1. Decisions should be made at the College level when:
   a. The proposed action or implied result of the decision requires either the Board's or the President's action as delineated by the Board policy or College wide regulations.
   b. The decision requires the total College resources to implement.
   c. The decision is related to the legal responsibilities of the College.
   d. The decision would yeild efficiency throughout the College.
2. Decisions should be made at the Campus level when:
   a. The decision does not fall into the catagory of a College level decision.
   b. The decision, by College policy or regulation, is to be made on the campus level.

If such a decision making process is to be effective, then three criteria must be present. These are:

1. A College wide organizational structure designed to implement the overall management process.

2. A set of unit organizational structures, both College and Campus, be designed to implement the unit management process.

3. A governance system which supports the management process at all levels.

Such organizational patterns and governance systems should undergo constant evaluation to ensure the most effective use of resources is being applied to the decision making process.

Management standards in areas such as plant operation and maintenance, security and safety, information systems, program review processes, internal audits, budget management and communication systems should be established.

COLLEGE AFFIRMATIVE ACTION PROGRAM

The College will continue its efforts to achieve a diverse, multi-racial administration, faculty and staff capable of providing excellence in education for its students and enrichment of the area it serves.

The ultimate goal of the Affirmative Action Program within the College is to obtain and maintain, the same balance of administrative, faculty and other staff members by ethnic group, that currently exists within Pinal County.

Title IX of the Educational Amendments Act of 1972 will be included as part of the Affirmative Action Program.

The program for the Physically Handicapped would also be included as part of the Affirmative Action Program.

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